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ABSTRACT

This report evaluates a volunteer program established in the Bartholomew Consolidated School Corporation in Columbus, Indiana. Areas identified for evaluation were (1) the fulfillment or achievement of program objectives: (2) measurable differences in volunteers' attitudes toward the schooling process and parenting skills, as well as their self-concept development and locus of control: (3) general reactions and perceived impact of the program: (4) the effect of volunteer programs on student achievement: and (5) the cost effectiveness of the program. Data were gathered via distribution of questionnaires to and interviews with a cross-section of professional educators, school volunteers, and community nonvolunteers. The overall ratings by both volunteers and professional educators indicated that the program had done well above average in achieving its objectives. In addition, the program was deemed highly cost effective, with 16 percent of the program supported by school corporation hard money and 84 percent supported by external services. A copy of the questionnaire is included. (Author/LD)

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Bartholomew Consolidated School Corporation

SCHOOL VOLUNTEER PROGRAM

A Two-Year Evaluation Report

Project Director

Jo Ann Kemner

Technical Assistance Team

Mary Bailey
Charles Dilk
Barbara Fox
Bud Harty

Advisory Committee

Jacquie Franz
Liz Lipson
Gretchen Laemmer
Barbara Tuttle

April, 1980

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Dr. Lawrence Heyerdahl, *Superintendent of Schools*

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Abstract

This report describes the methods, procedures and information collected during an extensive evaluation effort of the School Volunteer Program. The areas identified for evaluation purposes were (1) the fulfillment or achievement of program objectives; (2) measurable differences with respect to volunteers' attitudes toward the schooling process, attitudes toward parenting skills, self-concept and locus of control; (3) general reactions and perceived impact of the program; (4) the effect of volunteer programs on students by way of the existing literature; and (5) the cost effectiveness of the program.

The overall ratings by both volunteers (75% achievement level) and professional educators (73% achievement level) indicated that the program had done well above average in achieving its objectives. As educators utilized volunteers, their perceptions of the fulfillment of the program's objectives increased. Also, relationships existed between the number of volunteers used and professional educator's ratings of the quality of volunteer services provided. Significant differences (chi-square, $p<.05$) were also found between the quantity of provided activities and age groupings for educators, between objective fulfillment and years in the community for volunteers, between number of volunteers utilized and the rating of objectives fulfillment by professional educators, and between the number of volunteers used and educators' ratings of the quality of provided volunteer activities.

With respect to the influence of the Program on the personal growth and development of the volunteers, the volunteer group had a more desirable attitude toward the schooling process than the non-volunteer group. The volunteers had a more desirable attitude toward parenting skills than did the group of non-volunteers. Volunteers possessed a significantly higher self-concept (t-test, $p<.05$) when compared to the non-volunteer group; also, non-volunteers employed outside the home had a significantly (chi-square, $p<.05$) higher self-concept of themselves than did non-volunteers not employed outside the home. Volunteers exhibited a greater internal locus of control (more self-motivating) than did non-volunteers. Significant differences were not found between the volunteer and non-volunteer groups and their respective background or demographic characteristics with respect to attitudes toward the schooling process, attitudes toward parenting skills, or locus of control.

Findings, related to the general reactions and perceived impact of the Program, generated by way of the field interviews were that (1) both professional educators and volunteers were quite knowledgeable and were continuously informed about the Program; (2) the staff members were doing a better than adequate job, with Program growth and expansion occurring and the recruiting of a "better quality" volunteer; (3) the Program enhanced school/community relationships and conveyed positive

public relations; (4) more advantages were perceived from functioning out of a centralized office; (5) the building-level coordinator was perceived as a vital force in determining the failure or success of the local program; and (6) payoffs from the Program were viewed as provisions for individual student attention, opportunities for the community to become involved in the schools, and time allowances for teachers to address learning problems, to be more innovative and to enhance the overall quality of instruction.

A synthesis of the literature on the impact of volunteer programs revealed that similar programs do have an effect on helping students succeed in school in terms of better achievement in academic areas and the development of more desirable attitudes toward teachers, the classroom and the school.

The School Volunteer Program was deemed highly cost effective with 16% of the Program supported on school corporation hard money and 84% of the Program supported by external in-kind services. A cost effectiveness index was calculated at 5.2.

BACKGROUND OF PROGRAM

The Bartholomew Consolidated School Corporation Volunteer Program, now in its fourth year, has grown from 65 volunteers giving approximately 300 hours per month to 322 volunteers contributing 2200 hours per month of service to the schools. The purpose of the Bartholomew Consolidated School Corporation Volunteer Program, formed as a work-study in the spring of 1976, is to explore and encourage the use of quality volunteer services in the schools, to promote citizen participation in schools, to create a dynamic partnership among school, home and community, and to assist with the equalization of opportunity for all citizens to give service in school volunteer programs.

A committee composed of five members from Columbus Service League and Volunteer Services of Bartholomew County (A United Way Agency) with approval of Central Administration surveyed the needs of all school system teachers and administrators. After evaluating the results of the needs assessment and individual principal interviews, criteria were established, and Parkside Elementary School was selected as the pilot school. In September, the Program, which provided a systematic procedure for the recruitment, orientation, training and recognition of volunteers to be placed in the schools was initiated. The program also provided orientation and training for teachers requesting volunteer help.

Because of a very successful first year, the program was expanded to include two additional elementary schools during the 1977-78 school year. Since resources at that time did not permit the school corporation to underwrite the cost of a Project Director and program expenses, the committee wrote a grant proposal seeking outside funds. Eight local

foundations agreed to provide $43,900.00 for two year's operating expenses beginning with the 1978 school year and ending with the 1980 school year.

Under the guidance of the Project Director, reporting to the Assistant Superintendent of Elementary Education and the Assistant Superintendent of Secondary Education, the 1978-79 Volunteer Program began in eight elementary schools. The Program also has an Advisory Committee composed of representatives from Columbus Service League and Volunteer Services of Bartholomew County. In January, 1979, four of the five secondary schools became involved in the Program. After another recruitment effort and pre-service training sessions for teachers and volunteers, 43 volunteers were ready to fill 80 teacher requests in the secondary schools. A corporation-wide Volunteer Appreciation Tea recognizing the volunteers was held during Volunteer Recognition Week. The "Community Resources Booklet", which lists resource persons who are willing to share their expertise on a given subject with students from time to time, was updated during this school year and made available to all public and parochial schools. The Program received one of the top 30 national honors given to outstanding school volunteer programs at the annual National School Volunteer Program Conference in Anaheim, California in March, 1979.

As the 1979-80 school year began, thirteen elementary and all five secondary schools chose to participate in the Program. Recruitment letters and flyers were sent to all parents of students in schools participating in the Program. In an effort to recruit volunteers outside the school area, notices were sent to the news media and flyers and posters were distributed. Also as a means of on-going recruitment, pre-

sentations were made to service organizations, pictures and news releases were periodically sent to the newspaper, East T.V. Station, Cable T.V., and the radio stations. During the year in-service training workshops, namely, "Basic Reading and Math Skills", "Make-It, Take-It Games", and "Working with Secondary Students" were opportunities provided by the Program for volunteers who wished additional training. An in-service workshop for teachers "How to Get the Most Out of your Volunteer" was also offered in conjunction with the Teacher Center. Four additional teacher workshop opportunities were opened to volunteers by the school system's Math-Science-Health Curriculum Consultant.

The goals and objectives of the Program are: (1) to assist teachers in providing opportunities for individualizing and enriching the curriculum by relieving the teacher of clerical and other non-professional duties; (2) providing ancillary one-to-one or small group assistance; (3) using special skills and unique experiences of individuals in the community to enrich areas of the curriculum; and (4) to improve community-school relations by involving the community in the educational processes.

Financing of the Program has been provided through the generous support of Bartholomew Consolidated School Corporation, Bartholomew Consolidated School Foundation, Columbus Service League, Cummins Employees Combined Charities Fund, Cummins Engine Company Foundation, Irwin-Sweeney-Miller Foundation, Irwin Union Foundation, and Keller Trust Fund.

Evaluation Design and Procedures

During November, 1979, the Project Director and the Advisory Committee met to establish priorities and decide on what critical dimensions needed evaluating (APPENDIX A - "Evaluation Design"). The areas which were identified for assessment purposes were: (1) the fulfillment or

achievement of program objectives; (2) measurable differences with respect to the volunteers' attitudes toward the schooling process, attitudes toward parenting skills, self-concept and locus of control; (3) general reactions and perceived impact of the program; and (4) the cost effectiveness of the program. A dimension that the Advisory Committee wanted to evaluate was the impact of the program on students; however, because of the high cost factor and the need for a highly controlled research design, this aspect could not be investigated. In lieu of this, the Committee decided to pursue a survey of the existing literature and look for trends on "student impact" from articles and evaluation reports generated by similar projects across the country.

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PERCEIVED ACHIEVEMENT OF OBJECTIVES

The data collected with respect to the perceived achievement of the School Volunteer Program objectives were obtained through a questionnaire, "School Volunteer Program Objectives Achievement Rating Scale", which was mailed to 310 volunteers (193 returned or 62.3% response) and 279 (211 returned or 75.6% response) professional educators (teachers, building administrators and central office administrators) and was to be completed and returned by January 11, 1980. The questionnaire was composed of an 18 item Likert-type (one to five rating) scales pertaining to 3 areas: objectives fulfillment, quality of provided activities, and quantity of provided activities. Volunteers and educators responded to different forms of the same instrument (APPENDIX B - "Volunteer Program Objectives Achievement Rating Scale"). In addition, demographic data were requested from each group. Volunteers responded to eight areas of background information: age grouping, number of years of schooling, sex, number of years in the community, employment, number of children in school, number of years as a volunteer, and family annual income. Professional educators responded to a demographic profile concerning: years of professional experience, age, sex, primary professional responsibility, tenure status, primary teaching level, academic background, number of years in volunteer program, number of volunteers requested, and number of volunteers used.

A higher score on each of the three dimensions (objectives fulfillment, quality of provided activities, and quantity of provided activities) reflected a greater degree of objective achievement. Space was also provided for open-ended commentary by the volunteers and the professional

educators as it related to a given objective (APPENDIX C - "Volunteers' and Professional Educators' Comments about the Achievement of Program Objectives"). Total mean scores for all three dimensions were calculated for both the volunteers and professional educators, and by the demographic or background categories for the respective groups. Significant differences ($p<.05$) were also investigated between the objective-achievement ratings of both groups for the three dimensions by way of the conventional chi-square technique (TABLE 1).

The data in TABLE 1 indicate that as far as objective fulfillment, quality of provided activities, quantity of provided activities, and overall objectives achievement rating are concerned, the volunteers mean scores were slightly higher than those of the professional educators, but were not significantly higher. The overall ratings by both volunteers (75% achievement level) and professional educators (73% achievement level) indicate that the program has done well above average in achieving its objectives.

The interaction of the respondents' ratings and background characteristics are also displayed in TABLE 1. There was a significant interaction ($p<.01$) between quantity of provided activities and age groupings for educators. Teachers over 60 years old seemed to rate the quantity of provided activities for objective achievement higher than the other age groupings. Another significant ($p<.05$) interaction also occurred between objectives fulfillment and years in the community for volunteers. Volunteers who have been members of the community from four to six years had the highest mean score when compared to the other "years in community" categories. Professional educators who utilized volunteers for the second

TABLE 1

PERCEIVED OBJECTIVES ACHIEVEMENT BY VOLUNTEERS AND PROFESSIONAL EDUCATORS AND THEIR INTERACTION WITH BACKGROUND CHARACTERISTICS

MEASURES / RESPONDENTS	Volunteers (Mean Score)	Professional Educators (Mean Score)	Level of Significance
Program Objectives			
Objectives Fulfillment Score	22.3	21.8	NS
Quality of Provided Activities Score	22.5	21.9	NS
Quantity of Provided Activities Score	22.6	21.6	NS
Objectives Achievement Rating	67.3	65.4	NS

Background Characteristics	Objectives Measures/Background Characteristics Interaction	
Years of Experience (PE)		NS
Age Groupings (V + PE)	Professional Educators: Quantity of Provided Activities	p<.01
Years of Schooling (V)		NS
Sex (V + PE)		NS
Major Responsibility (PE)		NS
Years in Community (V)	Volunteers: Objectives Fulfillment	p<.05
Tenure Status (PE)		NS
Employment Status (V)		NS
Teaching Level (PE)		NS
Children in School (V)		NS
Academic Background (PE)		NS
Years as Volunteer (V)		NS
Years in Program (PE)	Professional Educators: Quality of Provided Activities	p<.05
Family Annual Income (V)		NS
Volunteers Requested (PE)		NS
Volunteers Used (PE)	Professional Educators: Objectives Fulfillment	p<.01
	Professional Educators: Quality of Provided Activities	p<.05

year rated the quality of provided activities significantly ($p<.05$) higher than those utilizing volunteers for their first or third years.

Finally, there was a significant ($p<.01$) interaction between the number of volunteers utilized and the rating of objectives fulfilled by the professional educators. A significant ($p<.05$) interaction occurred between the number of volunteers used and educators' ratings of the quality of provided activities. The findings seem to have very positive implications for the continuation of the School Volunteer Program. As educators utilize volunteers, their perceptions of the fulfillment of the program's objectives increase. The same continuous positive relationship occurs between the number of volunteers utilized and professional educator's ratings of the quality of service provided.

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VOLUNTEER MEASURABLE DIFFERENCES

To respond to a set of questions focusing on what effect, influence or impact did the program have on the volunteers in terms of personal growth and development, the dimensions of attitudes toward the schooling process, attitudes toward parenting skills, self-concept development, and locus of control were investigated. To facilitate these analyses, random samples of 25 volunteers and 25 non-volunteers were identified. Demographic information was also gathered on each subject. The background information included the following general headings: age group, sex, employment, number of children in school, number of years as a volunteer, number of years of schooling, number of years in the Columbus Community, and family annual income. This background information was then utilized in analyzing the responses of the two groups with respect to a series of four instruments. The four instruments measured differences in attitudes toward the schooling process, attitudes toward parenting skills, self-concept development, and locus of control. By comparing the demographic information with information gathered from these four instruments, measurable differences were sought between the volunteer and non-volunteer groups.

Attitudes toward the Schooling Process

The "Attitudes toward Schooling Process Scale" was specifically developed and validated for the aspect of this evaluation effort (APPENDIX D - "Volunteer Attitudes toward Schooling Process Scale"). Subjects were asked to respond to statements about children and children in schools. Thirty-one items were responded to by both groups on 1 to 5 Likert-type scales. A higher score on all of the items would

indicate a more desirable set of attitudes toward the schooling process. Mean scores were tabulated for both groups; and the classical t-test was employed to determine if statistically significant differences ($p<.05$) existed between the two groups (TABLE 2).

The volunteer group with a mean score of 96.2 had a slightly more desirable attitude toward the schooling process than did the non-volunteer group which had a mean score of 94.4. There were no significant differences regarding attitudes toward the schooling process among the two groups nor were there any attributable to demographic or background factors.

Attitudes toward Parenting Skills

An "Attitudes toward Parenting Skills Scale" was a thirty-eight item instrument developed and validated specifically to measure this aspect. Subjects were asked to react to statements regarding child rearing (APPENDIX E - "Volunteer Attitudes toward Parenting Skills Scale"). Volunteers and non-volunteers were asked to rate the thirty-eight statements on 1 to 5 Likert-type scales. A higher score on all of the items reflected a more desirable set of attitudes toward parenting skills. Mean scores were calculated for both groups with the classical t-test used to determine if significant differences ($p<.05$) were present between the two groups (TABLE 2).

The volunteer group with a mean score of 122.6 had a more desirable attitude toward parenting skills than did the non-volunteer group which had a mean score of 120.9 There were no significant differences with respect to attitudes toward parenting skills among the two groups nor were there any attributable to background factors.

TABLE 2

COMPARISON OF VOLUNTEER AND NON-VOLUNTEER ATTITUDES TOWARD SCHOOLING PROCESS, ATTITUDES TOWARD PARENTING SKILLS, SELF-CONCEPT DEVELOPMENT, AND LOCUS OF CONTROL AND THEIR INTERACTION WITH BACKGROUND CHARACTERISTICS

RESPONDENTS / Attitude Measures	Volunteers (Mean Score)	Non-Volunteers (Mean Score)	Level of Significance
Attitudes toward Schooling Process	96.2	94.4	NS
Attitudes toward Parenting Skills	122.6	120.9	NS
Self-Concept Development	75.6	67.2	$p<.05$
Locus of Control	35.8	40.2	NS
Background Characteristics	**Attitude Measures/Background Characteristics Interaction**		
Age Groupings			NS
Years of Schooling			NS
Sex			NS
Years in Community			NS
Employment Status		(Self-Concept)	$p<.05$
Children in School			NS
Years as Volunteer			NS
Family Annual Income			NS

Self-Concept Development

The validated and published Revised Janis-Fields Feeling of Inadequacy Scale, a twenty item instrument, was utilized (APPENDIX F - "Revised Janis-Fields Feelings of Inadequacy Scale"). Each item required the subject to react, on Likert-type scales of 1 to 5 to questions involving the person's feeling about himself/herself. A higher score on this instrument would be reflective of a more desirable self-concept or self-image. Mean scores were calculated for both groups. In addition, the t-test was employed to determine if significant differences ($p<.05$) were present between the two groups (TABLE 2).

The mean score for the volunteer group was 75.6 while the non-volunteer group scored 67.2. The volunteer group, thus had a significantly higher ($p<.05$) self-concept than did the non-volunteer group. A significant finding ($p<.05$) involving the demographic backgrounds was that non-volunteers employed outside the home had a higher self-concept of themselves than did non-volunteers not employed outside the home.

Locus of Control Differences

The validated and published James' Internal-External Locus of Control Scale was utilized (APPENDIX G - "James' Internal-External Locus of Control Scale"). An internal locus of control indicated that a person tends to be more self-motivating and to feel that he has some control over his circumstances. An external locus of control indicates that a person feels his situation is, to a greater degree, a function of people and events outside himself and tends to be less self-motivating. A low score on this instrument is indicative of an internal locus of control whereas a higher score is representative of an external locus of

control.

Responses were recorded on a 1 to 4 Likert-type scale for 60 "strongly agree - strongly disagree" items; the even number items are the only ones scored with the odd numbered items being used as filler. Group mean scores were calculated for both the volunteer and non-volunteer groups (TABLE 2). Significant differences ($p < .05$) were also sought between the two groups in terms of locus of control. The volunteers, as a group, had a greater internal locus of control (more self-motivating) with a mean score of 35.8. The non-volunteer group's mean score was 40.2. There were no significant differences between the groups or were there any associated with the demographic information.

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GENERAL REACTIONS AND PERCEIVED IMPACT OF PROGRAM

During two days of site visits and interviews, a sample of 4 teachers, 4 volunteers, 4 building principals, and 3 students were questioned by an external (third party) evaluator. The decision to utilize an external evaluator suggested that a more balanced view of the program would be more likely to occur when such an individual is not biased by the daily operations of the program or the close kinships that usually develop among the program staffs, school-based professionals, and volunteers.

During December, 1979 the Project Director and the External Evaluator discussed a two-day site visit by the External Evaluator to occur on January 31, 1980 and February 15, 1980. The general goals for the two days of interviewing were to discuss and question the 4 teachers, 4 volunteers, and 4 building principals on the topics of knowledge of program, effectiveness of program staff, general reactions to the program, centralized vs. localized program, benefits or payoffs from the program, future directions of the program, interviewee professional growth and development plans and evaluation of program dimensions.

Later, an interview instrument was developed and validated (APPENDIX H - "School Volunteer Program Interview Schedule"). The instrument was administered orally to the 12 people during the two-day site visit. Each interviewee was informed explicitly that he/she did not have to respond to any question which appeared offensive or to which he/she was not in a position to respond. Each person was also told that any and all of the information conveyed during the interview

would be held in strict confidence. At no time during a conference was there a School Volunteer staff member present; interviews were usually conducted in a small private conference room, a quiet corner of the classroom, or a vacated teachers' lounge. Each interview was approximately thirty minutes in duration. After approximately three to five minutes of behavior that might be termed socializing, the External Evaluator posed the eight questions found in APPENDIX H. As the interviewee responded to a given question, the External Evaluator jotted down the response as near verbation as possible. At the termination of the question-answer session, the instrument was given to the interviewee for perusal with respect to deletions, additions and/or modifications.

The interview schedule (APPENDIX H) was developed to capture the candid and sincere responses of the interviewees. The basic format for the remainder of this section will be to make a few general comments about the overall responses of the people and then display the verbatim comments of the interviewees in readable format. The intent is to preserve as much of the "flavor" of the commentary and allow for as many inferences as possible. The following eight scenarios correspond to the eight questions comprising the interview instrument (APPENDIX H) in ascending order.

Knowledge of Program: *Do you feel that you have a "grasp" of what the School Volunteer Program is all about? Why?*

Each of the interviewees (4 teachers, 4 volunteers, and 4 principals) felt that he/she had a good "grasp" of the School Volunteer Program. Teachers felt that the program staff had done an excellent job in com-

municating the program to the teachers. Volunteers mentioned that the orientation workshops and conferences were an effective means of communicating the operational aspects of the program. The enthusiasm and availability of the program staff were mentioned as an effective contributing factor. Many of the responses reflected an attitude of pride of being involved with the program since its inception.

> Total faculty does not have a real grasp. However, those teachers who are interested have a good grasp... Yes. I have been involved for two years... Yes, as an ex-volunteer, now a teacher, I can share perceptions from two perspectives. The staff has done a good job in communicating the program to the teachers... Yes, the project staff has done an excellent job in communicating the program to the teachers. It depends on the background (socio-economic, etc.) of the parents... Orientation is a good source of communicating program. Orientation sessions focus in on specific facets of the program. Program staff enthusiasm has been an effective means of communicating the program... I have a "real grasp" of the program. I was one of the founding-member volunteers, have volunteered at all levels and have a feel for the entire operation. This is a natural and effective outcome resulting from the Community Hearing based upon Wolf's judicial evaluation model... I am knowledgeable of the program because of my coordination role. About 70% of all volunteers really know what the program is all about... I have a good grasp of the program through many discussions with the program staff. All facets of the program have been effectively communicated... I have a good grasp of the program. The program volunteers have come a long way since the former PTO's, PTA's, etc. There is a better "type" of volunteer as a result of the program... Yes. Principals and teachers are kept well informed... The program has "really" been in existence for about 15 years. The program primarily is to provide additional "hands" in the classroom... Yes, from the very beginning. I was responsible for getting the program into an elementary school.

Effectiveness of Program Staff: *Do you feel that the Program Staff (Director and Committee) are "floundering" or "spinning wheels"? If so or not, why?*

The consensus is that the Program Staff is definitely not "floundering" or "spinning wheels". The Program Staff is felt to be very organized and

very efficient. The Program Director is perceived as having grown professionally over the last two years. It is generally felt that the program is drawing a "better quality" volunteer now than in the past. Program participants cited numerous examples of growth and expansion of the program.

> The staff is doing a good job. They are constantly trying to get better volunteers... The staff is definitely not "spinning wheels". It has been difficult to get volunteers. The building coordinator is doing a good job... Definitely (not). A big task this year was to get it implemented in as many schools as possible and they have done a good job... The Project Staff has done a good job. They get out into the schools. The staff has good community public relations. Someone had to do a good job... The staff is doing a better than average job... The staff is very effective in recruiting new volunteers. The Program Staff may need more help because of the many tasks involved. Better channels of communication now exist between the community and school system administrators as a result of the program... The Project Director has grown significantly (in a professional sense) as a result of the program. The program has expanded in all directions since its inception. The Program Director has a good working relationship with volunteer building coordinators. The Program Staff is very organized and efficient in running the program. There is adequate staff for running the program with the exception of getting the program off the ground each September... The Program has been run efficiently. Things have been functioning well. Staff members have time for one-to-one conferences and discussions... The staff is doing a nice job. The Program Staff might consider visiting the schools more often... The Project Director is doing a fine job and is effective. The Project Director has been perceived as spending much time at the secondary level, thus giving less attention to the elementary school level... The Project Staff seems to be on top of things... The Program Director emphasized organization in formal presentation. The program is well done in a very professional manner. The Program Director is very responsive to constructive criticism and suggestions, and has grown professionally over the last couple of years. Role descriptions for program staff might be circulated.

General Reactions to the Program: *What are your general feelings or attitudes about the School Volunteer Program?*

The two most prevalent feelings about the School Volunteer Program

are the values of the program in enhancing school/community relationships and in making an impact upon the students. Volunteers are really appreciated by teachers who utilize them. These positive feelings seem to outweigh the reference to the feeling of threat by teachers who do not participate and the reference to the mixed emotions of people not involved in the program.

> I'm pleased with the program. The Volunteer Program is a good public relations technique for teachers. It is a manner through which to tell the community (taxpayers) about the good things that are going on in the schools... I'm wholeheartedly supportive... It's a super program. It really involves parents in the schooling process and allows parents to see what the schools are really trying to accomplish... The Volunteer Program may be threatening to some teachers - especially new ones. Volunteers are really appreciated by teachers who utilize them... The School Volunteer Program should continue. It has an impact on kids. I can't understand why some teachers do not utilize volunteers... It greatly enhances school/community relationships. It is very well planned and organized... I'm very impressed. It does a lot for the teachers. I have very good feelings about the program. People not involved in the program have mixed emotions about it... I'm a strong believer in the program. I've tried to "sell" the program to other community members... I'm impressed with the enthusiasm of the volunteers. Volunteers now come with a quasi-professional background. I would like to see more volunteers... I have a good feeling. The Program is really doing something for kids. The key to the success of the program is the building coordinator. It is a good public relations approach to the community... Some schools could function without a formal program. Where it exists as a success, it is neat!... Very positive and supportive.

Centralized Program vs. Localized Program:

What are your views on the pros and cons of a centralized Program (school corporation-wide functioning out of the ESC) vs. a localized program (at the building level functioning specifically at the given elementary, junior high or senior high schools)?

Most responses seemed to present advantages of a centralized program

and the disadvantages of a localized program. Advantages of a centralized program included personnel to handle materials development, to coordinate school visits by community experts, and to eliminate duplication of logistics and organization; better public relations; better quality and efficiency; and more stability with an even thrust across programs and levels. Disadvantages of localized programs focused upon the abilities and commitment of the building coordinator.

> Where it is organized or at what level does not really make a difference. If localized, the responsibility should become part of an administrator's workload... A combination of elements from both. The local building coordinator could probably function in an advanced capacity. However, who would handle the material development tasks or coordinate school visits by community experts?... There are advantages and disadvantages of both. Centralized gives you the chance to share ideas, etc. A localized program would be keyed to the abilities of the building coordinator. (Success would depend upon this role.) Outside sources of expertise for classrooms might not come about for localized programs... There would be better public relations through a centralized program. A centralized program really facilitates bringing in resource people. Response patterns and volunteer behavior might be different if the program were localized. There are probably few qualified personnel to effectively manage the program at the local level. A centralize program eliminates much duplication with respect to logistics and organization... Having had experience with a volunteer program at the localized level, the program is better coordinated with a central operation. More products (booklets) have come as a result of a centralized operation... A centralized program facilitates getting logistical tasks accomplished. The program has more quality because of its centralized operation. The program would have less stability if it were organized at the building level... Centralized operation has allowed for program expansion!! The program is run more efficiently from a centralized office. A centralized operation creates an evenness of thrust cohesive program... I would prefer a centralized operation. It has greater potential to alleviate human relations problems. There is a need for a "third party" external to the local school setting. Program Staff or Central Office Administrators might consider writing descriptive articles for news media... Centralized operation allows for sharing of ideas, successes, etc. Localized approach could place the burden of logistics upon "local folks"... Some schools still need volunteer program more than others... Centralized program provides

consistency across schools and among levels. There are different levels of quality and program control. Logistical, dissemination, and coordinative tasks are handled better at a centralized level.

Benefits or Payoffs from the Program: *What do you see as the benefits or payoffs from such a program?*

The primary benefit of such a program is individual attention provided to students: handicapped, normal, and gifted. A second benefit is the opportunity for community members to become involved in the schools. This accomplishes two goals: It provides volunteers with good feelings about contributing to the school process. It allows community members an opportunity to observe instruction. The third major benefit is that it allows teachers time to address learning problems, to be innovative, and to enhance the quality of instruction.

> Individual attention to students (especially handicapped). An environment for the volunteer to grow "as a person". Relieve teachers of some routine tasks and gives teachers a chance to discuss professional concerns with other teachers... It provides a better learning environment for the kids. It allows teachers more opportunity for individualization of instruction. It allows teachers to work with "gifted" kids. It frees the teacher of routine and logistical tasks to actually plan and work on real learning problems... More students will have more individualization. It allows teachers to do other important classroom tasks. It allows other adults to interact with kids... It relieves teachers from logistical and routine tasks. It allows for more individualized settings for students. It allows the community (resource persons) to "come into the schools"... It assists teachers with the instructional process and slower learner. It allows teachers to be innovative. It provides volunteers the opportunity to observe their own children in the formal learning process. It provides good feelings about being able to contribute to the schooling process... I have developed a better perception of the school. It allows more time for the teacher to work with individual students. It provides an opportunity for community members to become involved in the schools. It has opened the schools to the community for observation of instruction. Professionals are less defensive as a result of the program... It is a great help to teachers. It enhances the quality of instruction. It allows volunteers to observe actual learning taking place.

Volunteers get a better understanding of the schooling process. It allows parents to gain insight as to their children... This program is a big plus for the teacher in the classroom. The program allows the school to address newly developing needs of the students. Volunteers allow for a narrowing of the "generation gap" between kids and adults... The volunteer program provides kids with a better learning environment. Volunteers have a better perception of school. Teachers have become better communicators with parents in general... Kids interact with other adults. Individualized instruction is provided. The teacher is assisted. It is a springboard for further school involvement by parents. It makes a parent a better parent. Adults get personal satisfaction from seeing kids learn... It provides an image of the school (hopefully a positive image) in the eyes of the parents and community. It frees up the teacher, if utilized properly. It brings parents and children closer. Parents develop skills which enhance parenting... It has an effect on the self-concept of volunteers. Kids receive additional instructional help (individualized instruction). It allows the teacher to help the problem student. It's good public relations for the school system.

Future Directions for the Program: *In what program directions do you see the School Volunteer Program going next year or in future years?*

The primary need seems to be orientation and training for the volunteers. Topics suggested for training include working in secondary schools, professional ethics and confidentiality on student classroom performance, classroom management, discipline, use of technical and office equipment, and mathematics. Stimulation and feedback should be provided to volunteers as on the job training. Another area of training needs is training teachers how to utilize volunteers. It was also suggested that more teachers be encouraged to utilize volunteers. The difficulty in recruiting volunteers was noted but recruitment was also a priority. Emphasis should be placed on finding volunteers for the secondary level. Publicity and public relations should also be areas of emphasis. Volunteers should be recognized more frequently. The Program should be more publicized.

Teachers might show other teachers the benefits of a volunteer. Perhaps there should be a special orientation for those volunteers requesting secondary level assignments and professional ethics and confidentiality of the classroom... Keep the program on a volunteer basis. Volunteers could use more training in: reading, classroom management and discipline, technical and office equipment, mathematics and computation, and volunteers' interactions with more than one child. Provide simulation and feedback to volunteers as part of on the job training... Program should be expanded where needed. It is getting more difficult to get volunteers. Emphasize children and expectations on the part of volunteers. Provide more training or more orientation. Train teachers on ways teachers can utilize volunteers... Coordinate volunteer program with the school system's "gifted and talented" program. We need more public support for education. We need more orientation toward changing teachers' attitudes about opening up the classroom... More emphasis should be placed upon recruiting volunteers for junior and senior high schools... More volunteers are needed at the high school level. Volunteers might alleviate societal concerns at the high school level. A career orientation should be provided to high school volunteers... Perhaps workshop presentations should be made on schooling matters, and self-concept development for volunteers. Classroom teachers should recognize volunteers' effort more often... Involve "news media", parents or people in the volunteer program. Make more effort to orient or "educate" the general public about the volunteer program. A program thrust should be to recruit school volunteers, especially those parents who need to be involved in the program... The program should seek external funds. More of the "good" teachers not using volunteers should be encouraged to participate. More recognition should be given for this outstanding volunteer program. New program areas for volunteers might be band and physical education. The Teacher Center should have a "high powered" workshop on working with volunteers. The number of volunteers should be emphasized... Different academic programs might require in-service for the volunteers. Perhaps in-service on classroom discipline should be provided for parents. School Volunteers might be a "grooming ground" for PTO and PTA officers. Investigate different ways of soliciting volunteers and disseminating program information... The program might use fewer people in number; however, greater productivity is expected and might be realistic with fewer more highly trained and prepared individuals... Both central office administrators and project staff might look at some different quasi-professional roles for highly motivated, successful volunteers... Orientation workshops might be designed to be more attractive to volunteers - more volunteer oriented. Volunteers should be involved more during initial preparation workshops. Workshops and other sessions might be held during the school day.

Establish a baby-sitting club enabling mothers with young children to volunteer. Establish linkages with Older American Center.

Professional/Personal Growth and Development: *What are your career (of life fulfilling) objectives or where do you see yourself going professionally (or in terms of life satisfaction)?*

The responses to this question indicate that the interviewer added another dimension to this question during the interviews. Respondents seemed to answer the question, "What would you do if this centralized volunteer program were to cease?" The teachers interviewed seemed to be highly dedicated to the field of education. Their future plans seemed to include curriculum development, teacher training, and administration. Three of the four teachers interviewed said that if this program collapsed they would develop a program on their own. Volunteers expressed the desire to continue volunteering. Two of the four volunteers expressed ambitions of becoming involved in more of a leadership role. Principals departed from the career goals question. All said that if the centralized volunteer program ceased to exist, they would implement a locally administered program.

> Teaching is the only thing in the world to do. If program were to fold, I would continue with most elements on my own... If the program folds next year, I would design and implement a program on my own. I am a teacher interested in becoming a trainer of teachers. I also enjoy like curriculum development activities... I'm committed to classroom teaching. I would be really concerned if the program were to totally collapse... I would probably start my own volunteer program if the system-wide program were to fail. I would like to remain as a resource teacher but I have interest and skills in terms of administration and teacher in-service training. I also like to write and develop teaching ideas... My short range plans call for similar involvement. I have taken the responsibility of becoming a steering committee member... I would like to be a volunteer coordinator but would still like to serve as a volunteer... I would like to continue

> in much the same capacity over the next few years... I plan to be in this program as long as the program exists volunteering at different levels and in different learning environments... As a principal I would locally design a program for this school with the teachers. I would be willing to expend modest resources to maintain a volunteer program at the building level... I would design a locally supported program if all forms of volunteers, aides, and paraprofessionals "dried up". I would develop a program area in academic areas such as nursing... If the centralized program were to cease, local programs would continue probably at the same level in buildings where successful. However, building principals will have to assume both coordination and logistical responsibilities... I would design a local program with teachers utilizing the best elements of the defunct centralized program.

Evaluation of Program Directions: *In your opinion, what important program dimensions should be evaluated?*

Most suggestions concerned two program dimensions. The evaluation of the project should include an examination of the recruitment process. The effectiveness of communication about the project to the community should be assessed.

> Has the program been sold effectively to parents and the community? Have the role of volunteers and the good things about the role been communicated to the general public?... Assessment should be made with respect to encouraging more volunteers into the program and streamlining recruitment... Recruitment process needs to be investigated to find newer and innovative ways to recruit volunteers... Differences in schools and teachers should be evaluated. Students' behaviors and responses to having another adult in the classroom should be evaluated... A needs assessment survey should be conducted with respect to school volunteers being used in physical education capacities... How do non-volunteering parents feel about the program?... Why do people not volunteer? The program staff might interact with involved teachers with program evaluation in mind. Interview a few teachers who have not used volunteers... Investigate involvement of parents and community people not having school-aged children.

Interviews with Students

No attempt was made to use the interview schedule with school-aged youngsters basically because of its inappropriateness. Therefore, it was decided that an unstructured interview or an open-ended approach would be more appropriate. The student was allowed to begin talking about the volunteers who worked with him/her. Throughout the discussion, the interviewer would question or probe as to why? how? what? when? etc? Because of the limited attention span of the students, interviews were limited to fifteen to twenty minutes. Below are the summary write-ups of the three interviews.

Sixth Grade Clifty Elementary Student:

This student has worked with a volunteer since school started this year in math and spelling. He noted that his volunteer is friendly and he likes working with her. The volunteer helps him two times a week in math. They play games to help him remember multiplication and division facts. He thinks working with a volunteer makes a difference in his school work.

Fifth Grade Clifty Elementary Student:

A volunteer helps this student in the "Junior Great Books Program". The volunteer also helps in his social studies class working with one group while the teacher works with another. According to this student - "kids that don't need so much help enjoy having other adults (volunteers) around. Kids that need extra help have improved because of the volunteer help." "Our coordinator does a good job organizing the volunteers and all the parties." Even though volunteers do not get paid they do a good thing by helping students. "If we could spread the word around about how much volunteers are helping here and have other people come in to see what they are doing here, maybe more people would want to help."

Fifth Grade L.R.C. Parkside Elementary Student:

The student has been working with several volunteers on a one to one basis for two years. The volunteers have helped him in math, reading and spelling. This student is very verbal - says his volunteer tutor helps him keep his mind on his work - makes him do better in school - helps him think right - sometimes volunteer get a little mad, but is mostly nice. He would like to have someone help him everyday;

once when a lady worked with him everyday he got 100% on his spelling. This made him feel good. His mother and teacher were happy - patted him on the back, said "good job". This student thinks we should get "dozens and dozens" more people to help. The teacher has about 35 more "kids" in the class and it would be nice if they could all have some help. We could get people by telling on the radio and T.V. how they (the volunteers) help us. "Kids like being on T.V.", according to him.

Some Further Commentary

When making any conclusions from this section of the report, thought must be given to whether the teachers, volunteers or building principals interviewed were representative of the three populations associated with the program. The sampling plan called for interviewing the two teachers, volunteers, and principals respectively from a perceived positive pool and two each from a pool who were known to possess negative attitudes toward the program.

It is also very difficult to make an overall judgment regarding program success or failure based on a two-day visit limited to approximately twelve hours of observation and/or interaction. To make a truly valid assessment, two weeks of visitations would probably be more realistic. However, because of limited resource and time, two days were all that could be allocated to this activity.

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IMPACT ON STUDENTS AND CLASSROOM LEARNING ENVIRONMENT

As mentioned previously, resources and time were not available to study the impact of the School Volunteer Program on students. However, the "next best" approach to this aspect is by way of generalizations gleaned from the literature and research on the effects of similar programs elsewhere on students attitudes and achievement. Research findings do support the belief that by making more "hands" available to the teacher, students will benefit with increased achievement and/or improved behavioral attitudes. However, before discussing results of several specific studies, it is important to define the various forms that the extra "hands" may take since a variety is included in this report. Generally, one is concerned with two types of roles and the populations which can serve in those roles.

The two roles are those of the volunteer and of the tutor. As a volunteer, one can usually assume the person to be performing a variety of tasks under the direction of a classroom teacher. The volunteer may have received some type of training, but the training tends not to be critical since program decisions are made by the teacher. The tutor, however, may have more training and does tend to share more responsibility for implementation of a tutorial program in which the training was given.

Volunteers and tutors, as one finds in the literature, can be adults (parents and non-parents) or students. Students tend to be from grades above those in which they serve and represent the full range of academic success.

Time for Teaching

There is general agreement that the more individual attention given

to a child within the classroom, the greater his benefit. However, Hedges (1973) found that even in classrooms that teachers said had very high degrees of individualization, the teachers averaged only about two and one-third minutes per day per pupil in one-to-one relationships. One study, conducted in twenty-five Michigan schools, demonstrated the degree to which volunteers and teacher aides can help release teachers from common duties so as to allow them more time with students. The findings were that non-instructional time that teachers spent in correcting papers was reduced 89%, enforcing discipline reduced 36%, taking attendance by 76%, preparing reports by 25%, helping children move between classes by 61%, and monitoring lessons by 83%. Thus, from these two examples, one can begin to feel the impact "extra hands" can bring to the classroom setting.

Student Achievement/Attitudes

An annual survey of teachers in the Denver schools is conducted by the Denver School Volunteer Program, Inc. This organization offers a reading tutorial service to the city schools. The 1971 survey results showed that 85% of the responding teachers indicated "some" to "great" gains were made by pupils in self-concept, 83% indicated the same gains in attitudes toward reading, 75% indicated gains in attitudes toward school, and 70% indicated gains in attitudes toward teachers.

The Dade County Public Schools began an ESEA Title III project in 1974. The Dade County School Volunteer Development Project, as it was titled, utilized 1,237 volunteers to tutor 45,537 students in 35 schools in the areas of reading and mathematics. Jackson (1975) reported that control and experimental group members (students in both groups had

scored one to two years below grade placement on the 1972 Stanford Achievement Test) were tested with the 1973 Metropolitan Achievement Tests. The results showed significant achievement for both reading and mathematics thus supporting the utilization of volunteers in the classroom.

Gaulke (1972) reported on the use of volunteers who served as tutors. The trained volunteers met with fifth and sixth grade boys who were identified as reading at second and third grade levels. The experimental group members met four days a week with individual tutors and once a week for an hour of group instruction. The Gates-MacGinitie Reading Test was given pre and post. The experimental group showed reading gains from 9 to 16 months with 100% of the group showing a gain in the comprehension or vocabulary section of the test. The control group scores ranged from a loss of 4 months to a gain of 27 months with 89% of the group showing a gain in the comprehension or vocabulary section of the test. Also, teachers reported students in the experimental group showed gains in self-concept, interest in class, and willingness to try new tasks.

Results from a California tutorial program which utilized college and high school students as volunteers indicated substantial gains by most students receiving tutorial help in 1969-70. Operation SHARE, as the four-county program was called, stressed the subject areas of reading and math. In reading, 76% of all children participating gained six months or more; 70% gained seven months or more; 65% gained eight months or more; 59% gained nine months or more; 41% gained one year or more; and 3% gained two years or more. In math, 72% gained seven months or

more; 70% gained eight months or more; 62% gained nine months or more; 38% gained one year or more; and 3% gained two years or more.

Paid tutors, serving in the same role as volunteer tutors, have also been successful with students. Cramer (1971) reported on a Dayton project which provided tutoring by paid parental aides. Students received daily 15 minute tutoring sessions for one year by parents using a programmed tutoring approach developed by the Psychology Department at Indiana University. The experimental group scored significantly higher than the control group in word knowledge and reading comprehension. In another study, Deering (1968) reported on a New York City project which utilized paid high school students as tutors. Though approximately 22% of the tutors were reading below 8th grade level, the elementary students who attended two sessions per week with tutors achieved significant gains in reading.

Project Upswing's first year report on the use of volunteers to help very young children with learning difficulties is very supportive of the value of volunteers. Plantec, et al. (1972) reported that WRAT scores between the control and experimental groups showed real growth in reading of 7.5 points for the experimental group and 4.0 points for the control group. Also, two-thirds of the teachers cited student self-esteem as improved while 70% cited student oral skills as improved. Some general findings from the study included that children with lower initial levels of reading proficiency tended to show the greatest improvement. Training did not increase volunteer effectiveness. Also, both volunteers and teachers noted reductions in hyperkinetic and distractible behavior of students.

Summary of Research Finding

Although there are other studies which reinforce the findings shared above, this report has attempted to share a variety of works that tend to reflect the diversity of program structures. Whether volunteers are parents or students, paid or unpaid, of general support or trained program tutors -- they do have major impact in helping students succeed in school.

VOLUNTEER PROGRAM COST EFFECTIVENESS

No one can place a dollar value on the improvement in a student's self-esteem which grows from the love of a caring school volunteer who helps a child master the multiplication tables, or the stability provided by a volunteer to a child whose personal life is in turmoil. But is it possible to determine a "fair market value" for volunteer services? As Dr. Harold Wolozin's article in Volunteers in Education: Future Public Policy on "Economics Implications of Volunteers in Education" states: "Since volunteer programs make a substantial contribution to school programs, funds devoted to their conduct and expansion -- i.e., the cost of volunteer programs -- can be treated as an investment in human resources with a high return." The B.C.S.C. program is obviously cost effective and offers a high return in resources. The proposed budget of $17,000 yielded services and contributions which totaled more than $89,000 during the 1979-80 school year. Where can you get a better return on your investment? School volunteers stretch the education and schooling dollar many times over by: (1) lowering the adult-student ratio in classes; (2) offering remedial and enrichment opportunities for students; and (3) allowing for a more individually-tailored educational program for each child.

In addition to the high return on the dollar, school volunteer programs also serve as an excellent means for community involvement and improved communication. As pointed out in the town meetings and by the superintendent of schools on numerous occasions, the school system needs to improve in both areas.

And lastly, the cost figures for the 1979-80 school year are as follows:

School Volunteer Program Budget Allocation (1979-80 school year)	$17,000

In-Kind Services and Contributions to Program (1979-80 school year)	
1,651 hr./mo. X 9 mo. X $6.00/hour*	$89,154

*Department of Labor recommended hourly wage and hourly wage recommended most often in the literature on school volunteer programs based on the educational background and training of the utilized volunteers.

TOTAL	$106,154

% of Total Budget Based School Corporation Hard Money = 16%

% of Total Budget Based on In-Kind Services = 84%

$$\text{Cost Effectiveness Index} = \frac{\$89,154}{\$17,000} = 5.2$$

CONCLUSIONS AND RECOMMENDATIONS

Before making any conclusions from this evaluation report, thought must be given to the validity and reliability of the responses to the questionnaires, the professionally-recognized instruments, and the interview schedule. In cases where random samples were used, it is hoped that the samples were representative of a cross-section of professional educators, school volunteers and community non-volunteers. Some caution might be exercised with respect to generalizing these findings to other settings and/or school volunteer programs. Secondly, it is very difficult to make an overall judgment regarding the success or failure of the program based on two days of school-based visits and the interviewing of professional educators and school volunteers. To make a truly valid assessment, perhaps three days of interviewing volunteers and full day visits to the sampled schools would probably be more realistic; however, the cost factor for the evaluation limited the amount of field exposure and discussions with the involved groups.

In terms of the findings, conclusions, and recommendations, a positive evaluation might be as threatening in the long run as a negative one. Ideally, it is probably best to get the Program to work toward becoming a self-responsible entity and an institutionalized reality.

Conclusions

Based on the data and information collected by way of a variety of measures and techniques, the following conclusions are a result of this extensive evaluation effort.

- The Program has done a credible job with respect to achieving its stated objectives. The overall ratings by both volunteers (75% achievement level) and professional educators (73% achievement level) reveals that the program has done well above average in achieving stated its objectives.

- Volunteers possess a more desirable attitude toward the schooling process when compared to a group of non-volunteers from the community.

- Volunteers have acquired a more desirable attitude toward parenting skills than those possessed by a group of non-volunteers.

- Volunteers when compared to non-volunteers have a significantly higher self-concept.

- Volunteers exhibit a greater internal locus of control (self-motivation) than did a group of non-volunteers.

- Both professional educators and volunteers are quite knowledgeable and are continuously informed about the Program.

- Program staff members are doing a better than adequate job with program growth and expansion occurring and the recruiting of a "better quality" volunteer.

- Program enhances school/community relationships and conveys positive public relations.

- The advantages of a centralized program far outweigh the disadvantages of such an operation, and also the advantages of establishing formal programs at the local building level for the present eighteen sites.

- The building-level volunteer coordinator is a major factor and a driving force which influences the success or failure of a given program.

- Expressed payoffs of the Program are provisions for individual student attention, opportunities for the community to become involved in the schools, and time allowances for teachers to address learning problems, to be more innovative and to enhance the overall quality of instruction.

- Similar programs, according to the literature, do have an effect on student achievement in academic areas and the development of more desirable attitudes towards teachers, the classroom and the school.

- The Program is deemed to be cost effective with 16% of the Program supported by the school corporation and 84% of the activities supported by external in-kind services.

Recommendations

The following recommendations are set forth based on the implicit and explicit perceptions, observations and findings resulting from the evaluation effort along with the generated conclusions. The concerns expressed below have been noted for future School Volunteer Program and School Corporation consideration.

1. Every effort should be made to continue the School Volunteer Program.

2. Every effort should be made to emphasize and provide training for volunteers during orientation, preservice and inservice sessions in development of desirable volunteer attitudes toward the schooling process, attitudes toward parenting, self-concept, and self-motivation.

3. Every effort should be made to maintain the present centralized operation on the corporation-wide level instead of "gearing up" programs at each of the building levels.

4. Every effort should be made to identify, prepare and recognize competent building-level volunteer coordinators.

5. Every effort should be made to further expand the Program in the junior high schools and high schools, and to develop more intensive and extensive training program for volunteers serving students at the secondary levels.

6. Every effort should be made to motivate and attract more teachers to engage in inservice activities on the use of school volunteers with the intent of actually using volunteers in their classrooms.

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APPENDIX A

"Evaluation Design"

EVALUATION DESIGN FOR A SCHOOL VOLUNTEER PROGRAM

Part I

EVALUATION OF PROGRAM GOALS AND OBJECTIVES

1. Develop and validate a questionnaire: "School Volunteer Program Objectives Achievement Rating Scale"

Send to: Volunteers
Teachers
Principals
Central Office Administration

Also:
"Demographic Profile"
1. Volunteers
2. Professional Educators

Action Steps

A. Questionnaire Must Be Typed and Duplicated
B. Cover Letter Must Be Written
C. Envelopes Need Addressing
D. Packets Need to Be Stuffed and Marked

December 5, 1979 to January 9, 1980

E. Program Needs to Be Written for Keypunching
F. Data Needs to Be Processed via Computer
G. Data Needs to Be Tabulated
H. Data Needs to Be Described

January 15, 1980 to March 1, 1980

Part II

VOLUNTEERS EVALUATION OF AND RESULT OF THE PROGRAM

Phase A: "Volunteer Measurable Differences"

Administer: Parenting Skills Instrument
Attitudes toward Schooling Instrument
Self-Concept Instrument
Locus of Control Instrument

To: 1. Random Sample of 30 Volunteers
2. Matched-Stratified Population of Non-Volunteer Parents (30)

Action Steps:

1. Select and/or Modify Instruments (December 15, 1979 to January 9, 1980)
2. Conduct Random Sample of 40-45 Volunteers (December 5, 1979 to January 9, 1980)
3. Assemble Matched-Stratified Population of Non-Volunteers (December 5, 1979 to January 9, 1980)
4. Administer Instrument Package
5. Develop Program for Keypunching
6. Process Data via Computer
7. Tabulate Data
8. Describe Data

January 9, 1980 to February 15, 1980

Phase B: "Volunteer Reaction to Program"

1. Develop Interview Schedule (December 19, 1979 to January 9, 1980)
2. Select 16 Interviewees/Volunteers (December 19, 1979 to January 9, 1980)
   A. Four Volunteers, Four Teachers, Four Principals (N = 12)
      1. One - Most Enthusiastic
      2. One - Least Enthusiastic
      3. One - Elementary School Level
      4. One - Secondary School Level
   B. Four Students (N = 4)
      1. Two - Upper Elementary Level
      2. One - Junior High Level
      3. One - Senior High Level
3. Substance for Interview Schedule (December 19, 1979 to January 9, 1980)
   A. Awareness of Goals and/or Objectives
   B. Competence of Program Board and Director
   C. Pros and Cons of Centralized Operation
      1. Central vs. Local Operation
      2. Effectiveness of Centralized Operation
   D. Future Directions for the Program
   E. Benefits, Payoffs and Differences from the Program
   F. Future Professional or Life Fulfilling Plans of Interviewee
   G. Important Program Dimensions That Should Be Evaluated

Part III

IMPACT ON STUDENTS AND CLASSROOM LEARNING ENVIRONMENTS

1. Review of the Existing Literature (December 4, 1979 to March 1, 1980)

A. ERIC System
B. Journal and Periodicals
C. CEMREL Educational Laboratory

2. Synthesis of Literature/Concept Paper Development (February 1, 1980 to March 1, 1980)

Part IV

VOLUNTEER PROGRAM COST EFFECTIVENESS

1. Develop Rationale for Fiscal Decisions (December 4, 1979 to December 21, 1979)
2. Adapt or Modify Dade County (Florida) Model (December 19, 1979 to February 15, 1980)
3. Tabulate Data and Construct Figures, Charts, Etc.

APPENDIX B

"Volunteer Program Objectives Achievement Rating Scales"

SCHOOL VOLUNTEER PROGRAM OBJECTIVES
ACHIEVEMENT RATING SCALE

Directions:

Based on your participation in or knowledge of, to what extent do you feel the following program objectives have been achieved? Place the NUMBER which most represents your response on the corresponding LINE found in the right hand margin. Space has also been provided for your OPTIONAL candid comments as they relate to each objective.

Thank you in advance.

I. OBJECTIVE: ASSIST TEACHERS IN PROVIDING OPPORTUNITIES FOR INDIVIDUALIZING AND ENRICHING THE CURRICULUM BY:

(A) Relieving the teacher of clerical and other non-professional duties

1.	The program relieved many teachers	5	4	3	2	1	The program relieved no teachers	1._____
2.	Volunteer activities were well chosen and effective	5	4	3	2	1	Activities were poorly chosen and ineffective	2._____
3.	More than enough opportunities were provided	5	4	3	2	1	No opportunities were provided	3._____

(B) Providing students with ancillary one-to-one or small group assistance:

4.	Provided a great deal of assistance	5	4	3	2	1	Provided no assistance	4._____
5.	Activities were well chosen and effective	5	4	3	2	1	Activities were poorly chosen and ineffective	5._____
6.	Many opportunities were provided	5	4	3	2	1	No opportunities were provided	6._____

Comment(s):_____

_____

_____

II. OBJECTIVE: PROVIDE AND ENCOURAGE THE USE OF TRAINED VOLUNTEER SERVICES IN THE SCHOOL:

7.	Provided well trained service	5	4	3	2	1	Provided untrained service 7._____
8.	Training activities were well chosen and effective	5	4	3	2	1	Training activities were poorly chosen and ineffective 8._____
9.	Many opportunities were provided	5	4	3	2	1	No opportunities were provided 9._____

Comment(s):_____

_____

_____

III. OBJECTIVE: PROMOTE CITIZEN PARTICIPATION IN SCHOOLS CREATING A DYNAMIC PARTNERSHIP AMONG SCHOOL, HOME AND COMMUNITY:

10.	Promoted citizen participation	5	4	3	2	1	Promoted no citizen participation 10._____
11.	Activities were well chosen and effective	5	4	3	2	1	Activites were poorly chosen and ineffective 11._____
12.	Many opportunities were provided	5	4	3	2	1	No opportunities were provided 12._____

Comment(s):_____

_____

_____

IV. OBJECTIVE: PROVIDE THE OPPORTUNITY FOR ALL CITIZENS TO GIVE SERVICE IN THE SCHOOL VOLUNTEER PROGRAM:

13.	Many citizens participated	5	4	3	2	1	No citizens participated	13._____
14.	Services were well chosen and effective	5	4	3	2	1	Services were poorly chosen and ineffective	14._____
15.	Many opportunities were provided	5	4	3	2	1	No opportunities were provided	15._____

Comment(s):_____

_____

_____

V. OBJECTIVE: TO IMPROVE COMMUNITY-SCHOOL RELATIONS:

16.	Much improvement of community-school relations	5	4	3	2	1	No improvement of community-school relations	16._____
17.	Activities were well chosen and effective	5	4	3	2	1	Activities were poorly chosen and ineffective	17._____
18.	Many opportunities were provided	5	4	3	2	1	No opportunities were provided	18._____

Comment(s):_____

_____

_____

APPENDIX C

"Volunteers' and Professional Educators' Comments about the Achievement of Program Objectives"

Volunteers

#203: Use more effectively other community person's expertise - not limit program to people who can commit some specified numbers of hours per week.

#198: The opportunities and quality of my experiences varied according to the individual teacher's ability to effectively use volunteers... I felt welcome in and useful to my children's school. It gave me a greater feeling of partnership and provided insights that created a greater appreciation for our teachers... As a result of my volunteer experience, I have a greater awareness of the professional excellence and dedication of the teachers with whom I worked.

#195: If we are going to start getting bogged down with "trained volunteer" phrases then I think we will probably create a gap. It will make some feel that they have to be holders of college degrees. What happened to just showing love and caring, doesn't that count?... I feel that if more promotion was put on the community that we could draw from resources that are in the community. (People who are not parents of school age children.)

#192: Teachers still need encouragement and guidance regarding the effective use of a volunteer... Opportunities for training were available but not all volunteers participated. Therefore <u>many</u> volunteers are "untrained"... <u>All</u> citizens (and even some non-citizens!) have been encouraged through media, letters, fliers, and phone calls to participate. <u>Some</u> have chosen to give service. Through my volunteer activities (opportunities) I have developed a deeper understanding and concern for the teachers and the school situation.

#189: There could be more one-to-one assistance done with benefits to the students and class as a whole... I like our school and think more of its programs are extremely good, however, the media could give them just a little more space and attention.

#183: Last year I worked almost exclusively with small groups. This year my work is totally clerical. Depends on the teacher... A college graduate who has been a teacher herself doesn't need a whole lot of training - although it is necessary to be aware of how that specific teacher wants something done. It doesn't take much training to run the copier and staple.

#182: All these differ greatly with individual teachers'confidence in and respect for the volunteer... I like being given the opportunity to participate in teacher workshops... Wish more people would take advantage of the opportunities...Senior citizens should be encouraged too... Those who work in schools will probably gain a better understanding and respect for "workings" of a school, and its program and teachers.

Volunteers

#262: I feel it is a good program and is working well, but needs more publicity - if necessary on an individual basis to encourage others to join... Also more information is needed concerning the reason the budget (tax dollars) does not provide for necessary services.

#261: Received "training" through teacher; though questionnaire provides good match of talents and needs. More classroom participation might be encouraged by training in handling (students)... The opportunity is provided, the challenge is to encourage more participation from parents. One shot projects which are promoted by description such as, Arrange Field Trip to newspaper for 8th grade English classes... Better education is provided. Parents do not have an avenue to act as a group. Most parent groups are fund raisers - I'm not sure there is really very much interest in the general education provided but rather in what the school is doing to and for my child. Not all schools are receptive to parents participating (interfering?) except in certain areas where help is needed, but not program suggestions or counseling ideas.

#283: The one-on-one assistance has been used mostly in math facts... Many of the volunteers don't find it necessary to attend the training session, or find they're too busy... Volunteering gives me an opportunity to feel more a part of the school and to have a good rapport with my childrens' teachers... Most volunteer participation will be mothers of students rather than outside groups... Volunteering gives me the feeling of belonging to a part of the school and the community, and I feel as if my small part does make a difference.

#281: My husband took time off from job to teach special class in calculator math at elementary level - let's encourage more fathers to try this - and more teachers to request this!... I have always worked in my own area of expertise - but would enjoy teaching language arts, etc. if I were given the broad/specific objectives of the program (at the level I would be assisting) in a series of workshops on language arts, etc... I would like to see parents trained as "aides" for large classrooms - volunteering ½ day each week. This would be geared towards former teachers as more expertise would be required.

#259: Volunteers should not be assigned to subjects or areas where they have not designated a desire to serve.

#238: I think all the program objectives were achieved and enjoyable to all involved. The program should definitely be continued and most hopefully expanded.

Professional Educators

#88: I'v become very dependent on my volunteers. It saves me much "week-end" work.

#45: My volunteer provided great assistance in working with students one to one and small group... I could use more volunteers like my present one!

#184: I use my volunteers to provide students with ancillary one-to-one or small group assistance. I have no idea of the opportunities provided by other teachers who use their volunteers for clerical purposes... I do not know what the training activities were. I am pleased with my two volunteers... Yes, you want to get many citizens involved but will all of them be the reliable help we need or end up causing more work than they are worth?... Friendships have been made and the volunteers who do help regularly have learned alot about what does go on in the classroom.

#70: I've had a mother (certified teacher) who came in two days a week since school started. She works two hours each day. She is there with the same group. We are able to keep continuity in what she does which she likes and the group looks forward to her coming.

#69: I feel there has been much creativity, enthusiam, and interest in working with children as well as projects... I'm not sure what activities and opportunities were given in training. The ones I used I explained and gave ideas and they incorporated their own.

#71: Have excellent people but not enough for substitutes... The ladies we have seem to enjoy it and are good P.R. for school... The students are so gratified for the special attention. It's almost like having a teacher in two places at once.

#225: Volunteer was of great help in relieving clerical duties and permitting nurse to spend conference time with students needing individual attention.

#223: The volunteers that I have had have done a very good job of working with students but since they are present only one day a week some of the effectiveness is lost since they have to be brought up to date and filled in on new skills needed. If repeated for more than one year would be of more help.

#222: Volunteers assisted typing I teachers on days when new concepts were difficult for beginners to group.

#219: I have been very pleased with all the volunteers I've had help me. If there's a flaw, it's that I'm not always as prepared with work for them as I'd like to be.

Professional Educators

#217: I think the coordinators made great effort; but, unfortunately, more volunteers are needed on the secondary level. The coordinators have done follow-up communication with me to indicate that if more volunteers were available for secondary level, I'd have more.

#216: Volunteer is very effective in helping relieve the professional and aide of jobs that would otherwise take much longer to complete (because of time and personnel limitations). Volunteer does not work much with students. Our time is taken up mostly there and that is the reason many of the clerical tasks would otherwise not get done... Volunteer was trained "on-the-job" and as different needs and tasks arose (clerical and processing)... Hopefully, volunteer gained a better understanding of school operation and need. Although mostly involved with clerical and processing tasks, volunteer does have some contact with students... I cannot answer this question based on my own experience, since I have only one volunteer working at this time. I am not that familiar with opportunities as a total program.

#213: I have had two volunteers. One was outstanding. The other was not very effective... I think one of the positive things - in fact one of the most positive - is that volunteers could actually see the school and how the teachers functioned to meet their objectives.

#211: Although I did not use my volunteer for clerical work, she is very effective in helping work one on one with the students who have special problems in certain areas... I would like to see more senior citizens involved in the program. This would give the students a chance to better relate to this group of people and would give both the students and citizens a chance to better appreciate the senior citizens' talents.

#202: I like volunteers, they are a dedicated group.

#205: This was only as effective as the classroom teacher makes it... I may have missed the training, however, I did attend one organizational meeting... I think most interested people were notified of our program... Anyone could find a place where they could function as an effective volunteer... I feel this program really gave volunteers the opportunity to see our schools - and to support us to others.

#198: Our volunteer didn't have any art background. So, it was hard for her to help individual students. She was wonderful in the clerical area!

#115: Most helpful here! Kids really benefit from one-to-one activities which teacher can't do.

APPENDIX D

"Volunteer Attitudes toward Schooling Scale"

Directions:

* * * \

8. Discipline in the modern school is not as strict as it should be.

5	4	3	2	1	
Strongly Agree	Agree	Undecided or Uncertain	Disagree	Strongly Disagree	8._____

9. Success is more motivating than failure.

5	4	3	2	1	
Strongly Agree	Agree	Undecided or Uncertain	Disagree	Strongly Disagree	9._____

10. The child must learn that "teacher knows best."

5	4	3	2	1	
Strongly Agree	Agree	Undecided or Uncertain	Disagree	Strongly Disagree	10._____

11. Increased freedom in the classroom creates confusion.

5	4	3	2	1	
Strongly Agree	Agree	Undecided or Uncertain	Disagree	Strongly Disagree	11._____

12. Discipline problems are the teacher's greatest worry.

5	4	3	2	1	
Strongly Agree	Agree	Undecided or Uncertain	Disagree	Strongly Disagree	12._____

13. The low achiever probably is not working hard enough and applying himself.

5	4	3	2	1	
Strongly Agree	Agree	Undecided or Uncertain	Disagree	Strongly Disasgree	13._____

14. Most pupils are resourceful when left on their own.

5	4	3	2	1	
Strongly Agree	Agree	Undecided or Uncertain	Disagree	Strongly Disagree	14._____

15. Pupils who fail to prepare their lessons daily should be kept after school to make this preparation.

5	4	3	2	1	
Strongly Agree	Agree	Undecided or Uncertain	Disagree	Strongly Disagree	15._____

16. Children should be allowed more freedom in their execution of learning activities.

5	4	3	2	1	
Strongly Agree	Agree	Undecided or Uncertain	Disagree	Strongly Disagree	16._____

17. Pupils must learn to respect teachers if for no other reason than that they are teachers.

5	4	3	2	1	
Strongly Agree	Agree	Undecided or Uncertain	Disagree	Strongly Disagree	17._____

18. Universal promotion of pupils lowers achievement standards.

5	4	3	2	1	
Strongly Agree	Agree	Undecided or Uncertain	Disagree	Strongly Disagree	18._____

19. Teachers who are liked best probably have a better understanding of their pupils.

5	4	3	2	1	
Strongly Agree	Agree	Undecided or Uncertain	Disagree	Strongly Disagree	19._____

20. There are too many activities lacking in academic respectability that are being introduced into the curriculum of the modern school.

5	4	3	2	1	
Strongly Agree	Agree	Undecided or Uncertain	Disagree	Strongly Disagree	20._____

21. Most pupils are considerate of their teachers.

5	4	3	2	1	
Strongly Agree	Agree	Undecided or Uncertain	Disagree	Strongly Disagree	21._____

22. As a rule teachers are too lenient with their pupils.

5	4	3	2	1	
Strongly Agree	Agree	Undecided or Uncertain	Disagree	Strongly Disagree	22._____

23. Slow pupils certainly try one's patience.

5	4	3	2	1	
Strongly Agree	Agree	Undecided or Uncertain	Disagree	Strongly Disagree	23._____

24. Grading is of value because of the competition element.

5	4	3	2	1	
Strongly Agree	Agree	Undecided or Uncertain	Disagree	Strongly Disagree	24._____

25. There is usually one best way to do school work which all pupils should follow.

5	4	3	2	1	
Strongly Agree	Agree	Undecided or Uncertain	Disagree	Strongly Disagree	25._____

26. Children that cannot meet the school standards should be dropped.

5	4	3	2	1	
Strongly Agree	Agree	Undecided or Uncertain	Disagree	Strongly Disagree	26._____

27. One should be able to get along with almost any child.

5	4	3	2	1	
Strongly Agree	Agree	Undecided or Uncertain	Disagree	Strongly Disagree	27._____

28. Children should be given reasons for the restrictions placed upon them.

5	4	3	2	1	
Strongly Agree	Agree	Undecided or Uncertain	Disagree	Strongly Disagree	28._____

29. A pupil should always be fully aware of what is expected of him.

5	4	3	2	1	
Strongly Agree	Agree	Undecided or Uncertain	Disagree	Strongly Disagree	29._____

30. Teachers should not expect pupils to like them.

5	4	3	2	1	
Strongly Agree	Agree	Undecided or Uncertain	Disagree	Strongly Disagree	30._____

31. Teachers can be in the wrong as well as pupils.

5	4	3	2	1	
Strongly Agree	Agree	Undecided or Uncertain	Disagree	Strongly Disagree	31._____

APPENDIX E

"Volunteer Attitudes toward Parenting Skills Scale"

Directions:

* * * \

8. A child should not be able to choose how much of each food he wants at a meal.

5	4	3	2	1	
Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	8._____

9. A child should not be allowed to wear clothes that are noticeably dirty.

5	4	3	2	1	
Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	9._____

10. A child should not participate in a decision about his bedtime.

5	4	3	2	1	
Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	10._____

11. Physical punishment is often the only method of discipline that will work.

5	4	3	2	1	
Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	11._____

12. A parent should demand respect from his child.

5	4	3	2	1	
Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	12._____

13. The parent should make it his responsibility to see how his child is behaving in school.

5	4	3	2	1	
Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	13._____

14. A parent should step in if the teacher seems to not understand the behavior of his child.

5	4	3	2	1	
Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	14._____

15. A parent should interfere if an older child seems to be picking on a younger child.

5	4	3	2	1	
Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	15._____

16. A child of six cannot be helpful in deciding whether the family should buy a new car.

5	4	3	2	1	
Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	16._____

17. A child should not be allowed to go outside on a cold day without wearing warm clothing.

5	4	3	2	1	
Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	17._____

18. If a parent really does a good job rearing his child, the child will turn out fine.

5	4	3	2	1	
Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	18._____

19. A parent should not assume that a child will do whatever the child has agreed to do.

5	4	3	2	1	
Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	19._____

20. A parent should try to convince a fearful child that there is nothing of which to be afraid.

5	4	3	2	1	
Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	20._____

21. A parent should remind a child when it is time to go to bed.

5	4	3	2	1	
Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	21._____

22. All members of a family regardless of age should not agree on most family decisions.

5	4	3	2	1	
Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	22._____

23. A parent should praise his child when the child has been good.

5	4	3	2	1	
Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	23._____

24. A child should not be able to spend his allowance as he chooses.

5	4	3	2	1	
Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	24._____

25. A parent should make sure a child looks right in his dress.

5	4	3	2	1	
Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	25._____

26. A child should be paid for doing extra chores around the house.

5	4	3	2	1	
Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	26._____

27. It is best for the parent to become involved when the child is misbehaving.

5	4	3	2	1	
Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	27._____

28. A parent should stop a fight between two children if it looks as if one of them will get hurt.

5	4	3	2	1	
Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	28._____

29. Children need punishment in order to learn proper behavior.

5	4	3	2	1	
Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	29._____

30. A child should not be responsible for putting away his own toys as soon as he learns to walk.

5	4	3	2	1	
Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	30._____

31. A child needs to be reminded regularly as to what's right and wrong.

5	4	3	2	1	
Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	31._____

32. A parent should step in if an adult neighbor seems to be unfairly reprimanding his child.

5	4	3	2	1	
Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	32._____

33. To correct a child for something that he already knows is wrong is helpful to the child.

5	4	3	2	1	
Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	33._____

34. A parent is morally responsible for how his child behaves.

5	4	3	2	1	
Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	34._____

35. A parent should step in if a bully is picking on his child.

5	4	3	2	1	
Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	35._____

36. If a child receives lots of love and affection he will turn out fine.

5	4	3	2	1	
Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	36._____

37. A parent is respectful of the child when he does something the child can do for himself.

5	4	3	2	1	
Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	37._____

38. A parent should point out a child's mistakes.

5	4	3	2	1	
Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	38._____

APPENDIX F

"Revised Janis-Fields Feelings of Inadequacy Scale"

Directions

Following are twenty statements concerning how you feel about yourself. You will recognize that the statements are of such a nature that there are no correct (right) or no incorrect (wrong) answers. We are interested only in your honest or frank opinion. Please indicate how "you really feel inside" by placing the number which shows your relative position or reaction on the line provided in the right margin. Your cooperation is appreciated greatly. Your responses will remain CONFIDENTIAL.

1. How often do you have the feeling that there is nothing you can do well?

5	4	3	2	1	
Practically Never	Once in a Great While	Some-times	Fairly Often	Very Often	1._____

2. How often do you feel that you have handled yourself well at a social gathering?

5	4	3	2	1	
Very Often	Fairly Often	Some-times	Once in a Great While	Practically Never	2._____

3. When you have to talk to a group of people your own age, how afraid or worried do you usually feel?

1	2	3	4	5	
Very Worried	Worried Fairly Often	Worried Some-times	Worried Once in a Great While	Worried Practically Never	3._____

4. How often do you have the feeling that you can do everything well?

5	4	3	2	1	
Very Often	Fairly Often	Some-times	Once in a Great While	Practically Never	4._____

5. How often do you worry about whether other people like to be with you?

1	2	3	4	5	
Very Often	Fairly Often	Some-times	Once in a Great While	Practically Never	5._____

6. When you talk in front of a group of people of your own age, how pleased are you with your performance?

5	4	3	2	1	
Very Pleased	Pleased Fairly Often	Pleased Some-times	Pleased Once in a Great While	Pleased Practically Never	6._____

7. How often do you feel self-conscious?

1	2	3	4	5	
Very Often	Fairly Often	Some-times	Once in a Great While	Practically Never	7._____

8. How comfortable are you when starting a conversation with people you don't know?

5	4	3	2	1	
Very Comfortable	Comfortable Fairly Often	Comfortable Some-times	Comfortable Once in a Great While	Comfortable Practically Never	8._____

9. How often are you troubled with shyness?

1	2	3	4	5	
Very Often	Fairly Often	Some-times	Once in a Great While	Practically Never	9._____

10. How often do you feel that you are a successful person?

5	4	3	2	1	
Very Often	Fairly Often	Some-times	Once in a Great While	Practically Never	10._____

11. How often do you feel inferior to most of the people you know?

1	2	3	4	5	
Very Often	Fairly Often	Some-times	Once in a Great While	Practically Never	11._____

12. How confident are you that your success in your future job or career is assured?

5	4	3	2	1	
Very Confident	Confident Fairly Often	Confident Some-times	Confident Once in a Great While	Confident Practically Never	12._____

13. Do you ever think that you are a worthless individual?

1	2	3	4	5	
Very Often	Fairly Often	Some-times	Once in a Great While	Practically Never	13._____

14. When you speak in a group of people, how sure of yourself do you feel?

5	4	3	2	1	
Sure Very	Sure Fairly	Sure Some-times	Sure Once in a Great While	Sure Practically Never	14._____

15. How much do you worry about how well you get along with other people?

1	2	3	4	5	
Worry Very Often	Worry Fairly Often	Worry Some-times	Worry Once in a Great While	Worry Practically Never	15._____

16. How sure of yourself do you feel when among strangers?

5	4	3	2	1	
Sure Very Often	Sure Fairly Often	Sure Some-times	Sure Once in a Great While	Sure Practically Never	16._____

17. How often do you feel that you dislike yourself?

1	2	3	4	5	
Very Often	Fairly Often	Some-times	Once in a Great While	Practically Never	17._____

18. How confident do you feel that some day the people you know will look up to you and respect you?

5	4	3	2	1	
Confident Very Often	Confident Fairly Often	Confident Some-times	Confident Once in a Great While	Confident Practically Never	18._____

19. Do you ever feel so discouraged with yourself that you wonder whether anything is worthwhile?

1	2	3	4	5	
Very Often	Fairly Often	Some-times	Once in a Great While	Practically Never	19._____

20. In general, how confident do you feel about your abilities?

5	4	3	2	1	
Confident Very Often	Confident Fairly Often	Confident Some-times	Confident Once in a Great While	Confident Practically Never	20._____

APPENDIX G

"James' Internal-External Locus of Control Scale"

Directions:

* * * *

9. I believe it is more important for a person to like his work than to make money at it.

3	2	1	0	
Strongly Agree	Agree	Disagree	Strongly Disagree	9._____

10. Getting a good job seems to be largely a matter of being lucky enough to be in the right place at the right time.

3	2	1	0	
Strongly Agree	Agree	Disagree	Strongly Disagree	10._____

11. It's not what you know but who you know that really counts in getting ahead.

3	2	1	0	
Strongly Agree	Agree	Disagree	Strongly Disagree	11._____

12. A great deal that happens to me is probably just a matter of chance.

3	2	1	0	
Strongly Agree	Agree	Disagree	Strongly Disagree	12._____

13. I don't believe that the presidents of our country should serve for more than two terms.

3	2	1	0	
Strongly Agree	Agree	Disagree	Strongly Disagree	13._____

14. I feel that I have little influence over the way people behave.

3	2	1	0	
Strongly Agree	Agree	Disagree	Strongly Disagree	14._____

15. It is difficult for me to keep well-informed about foreign affairs.

3	2	1	0	
Strongly Agree	Agree	Disagree	Strongly Disagree	15._____

16. Much of the time the future seems uncertain to me.

3	2	1	0	
Strongly Agree	Agree	Disagree	Strongly Disagree	16._____

17. I think the world is much more unsettled now than it was in our grandfathers' times.

3	2	1	0	
Strongly Agree	Agree	Disagree	Strongly Disagree	17._____

18. Some people seem born to fail while others seem born for success no matter what they do.

3	2	1	0	
Strongly Agree	Agree	Disagree	Strongly Disagree	18._____

19. I believe there should be less emphasis on spectator sports and more on athletic participation.

3	2	1	0	
Strongly Agree	Agree	Disagree	Strongly Disagree	19._____

20. It is difficult for ordinary people to have much control over what politicians do in office.

3	2	1	0	
Strongly Agree	Agree	Disagree	Strongly Disagree	20._____

21. I enjoy reading a good book more than watching television.

3	2	1	0	
Strongly Agree	Agree	Disagree	Strongly Disagree	21._____

22. I feel that many people could be described as victims of circumstances beyond their control.

3	2	1	0	
Strongly Agree	Agree	Disagree	Strongly Disagree	22._____

23. Hollywood movies do not seem as good as they used to be.

3	2	1	0	
Strongly Agree	Agree	Disagree	Strongly Disagree	23._____

24. It seems many times that the grades one gets in school are more dependent on the teachers' whims than on what the student can really do.

3	2	1	0	
Strongly Agree	Agree	Disagree	Strongly Disagree	24._____

25. Money shouldn't be a person's main consideration in choosing a job.

3	2	1	0	
Strongly Agree	Agree	Disagree	Strongly Disagree	25._____

26. It isn't wise to plan too far ahead because most things turn out to be a matter of good or bad fortune anyhow.

3	2	1	0	
Strongly Agree	Agree	Disagree	Strongly Disagree	26._____

27. At one time I wanted to become a newspaper reporter.

3	2	1	0	
Strongly Agree	Agree	Disagree	Strongly Disagree	27._____

28. I can't understand how it is possible to predict other people's behavior.

3	2	1	0	
Strongly Agree	Agree	Disagree	Strongly Disagree	28._____

29. I believe that the U.S. needs a more conservative foreign policy.

3	2	1	0	
Strongly Agree	Agree	Disagree	Strongly Disagree	29._____

30. When things are going well for me I consider it due to a run of good luck.

3	2	1	0	
Strongly Agree	Agree	Disagree	Strongly Disagree	30._____

31. I believe the government has been taking over too many of the affairs of private industrial management.

3	2	1	0	
Strongly Agree	Agree	Disagree	Strongly Disagree	31._____

32. There's not much use in trying to predict which questions a teacher is going to ask on an examination.

3	2	1	0	
Strongly Agree	Agree	Disagree	Strongly Disagree	32._____

33. I get more ideas from talking about things than reading about them.

3	2	1	0	
Strongly Agree	Agree	Disagree	Strongly Disagree	33._____

34. Most people don't realize the extent to which their lives are controlled by accidental happenings.

3	2	1	0	
Strongly Agree	Agree	Disagree	Strongly Disagree	34._____

35. At one time I wanted to be an actor (or actress).

3	2	1	0	
Strongly Agree	Agree	Disagree	Strongly Disagree	35._____

36. I have usually found that what is going to happen will happen, regardless of my actions.

3	2	1	0	
Strongly Agree	Agree	Disagree	Strongly Disagree	36._____

37. Life in a small town offers more real satisfactions than life in a large city.

3	2	1	0	
Strongly Agree	Agree	Disagree	Strongly Disagree	37._____

38. Most of the disappointing things in my life have contained a large element of chance.

3	2	1	0	
Strongly Agree	Agree	Disagree	Strongly Disagree	38._____

39. I would rather be a successful teacher than a successful businessman.

3	2	1	0	
Strongly Agree	Agree	Disagree	Strongly Disagree	39._____

40. I don't believe that a person can really be a master of his fate.

3	2	1	0	
Strongly Agree	Agree	Disagree	Strongly Disagree	40._____

41. I find mathematics easier to study than literature.

3	2	1	0	
Strongly Agree	Agree	Disagree	Strongly Disagree	41._____

42. Success is mostly a matter of getting good breaks.

3	2	1	0	
Strongly Agree	Agree	Disagree	Strongly Disagree	42._____

43. I think it is more important to be respected by people than to be liked by them.

3	2	1	0	
Strongly Agree	Agree	Disagree	Strongly Disagree	43._____

44. Events in the world seem to be beyond the control of most people.

3	2	1	0	
Strongly Agree	Agree	Disagree	Strongly Disagree	44._____

45. I think that states should be allowed to handle racial problems without federal interference.

3	2	1	0	
Strongly Agree	Agree	Disagree	Strongly Disagree	45._____

46. I feel that most people can't really be held responsible for themselves since no one has much choice about where he was born or raised.

3	2	1	0	
Strongly Agree	Agree	Disagree	Strongly Disagree	46._____

47. I like to figure out problems and puzzles that other people have trouble with.

3	2	1	0	
Strongly Agree	Agree	Disagree	Strongly Disagree	47._____

48. Many times the reactions of people seem haphazard to me.

3	2	1	0	
Strongly Agree	Agree	Disagree	Strongly Disagree	48._____

49. I rarely lose when playing card games.

3	2	1	0	
Strongly Agree	Agree	Disagree	Strongly Disagree	49._____

50. There's not much use in worrying about things..what will be, will be.

3	2	1	0	
Strongly Agree	Agree	Disagree	Strongly Disagree	50._____

51. I think that everyone should belong to some kind of church.

3	2	1	0	
Strongly Agree	Agree	Disagree	Strongly Disagree	51._____

52. Success in dealing with people seems to be more a matter of the other person's moods and feelings at the time rather than one's own actions.

3	2	1	0	
Strongly Agree	Agree	Disagree	Strongly Disagree	52._____

53. One should not place too much faith in newspaper reports.

3	2	1	0	
Strongly Agree	Agree	Disagree	Strongly Disagree	53._____

54. I think that life is mostly a gamble.

3	2	1	0	
Strongly Agree	Agree	Disagree	Strongly Disagree	54._____

55. I am very stubborn when my mind is made up about something.

3	2	1	0	
Strongly Agree	Agree	Disagree	Strongly Disagree	55._____

56. Many times I feel that I have little influence over the things that happen to me.

3	2	1	0	
Strongly Agree	Agree	Disagree	Strongly Disagree	56._____

57. I like popular music better than classical music.

3	2	1	0	
Strongly Agree	Agree	Disagree	Strongly Disagree	57._____

58. Sometimes I feel that I don't have enough control over the direction my life is taking.

3	2	1	0	
Strongly Agree	Agree	Disagree	Strongly Disagree	58._____

59. I sometimes stick to difficult things too long even when I know they are hopeless.

3	2	1	0	
Strongly Agree	Agree	Disagree	Strongly Disagree	59._____

60. Life is too full of uncertainties.

3	2	1	0	
Strongly Agree	Agree	Disagree	Strongly Disagree	60._____

APPENDIX H

"School Volunteer Program Interview Schedule"

SCHOOL VOLUNTEER PROGRAM INTERVIEW SCHEDULE

Interviewee Type:_____ Date:_____

1. Do you feel that you have a "grasp" of what the School Volunteer Program is all about? Why?

2. Do you feel that the Program Staff (Director and Committee) are "floundering" or "spinning wheels"? If so or not, why?

3. What are your general feelings or attitudes about the School Volunteer Program?

4. What are your views on the pros and cons of a centralized program (school corporation-wide functioning out of the ESC) VS a localized program (at the building level functioning specifically at the given elementary, junior high or senior high schools).

5. What do you see as the benefits or payoffs from such a program?

6. In what program directions do you see the School Volunteer Program going next year or in future years?

7. What are your present career (or life fulfilling) objectives or where do you see yourself going professionally (or in terms of life satisfaction)?

8. In your opinion, what important program dimensions should be evaluated?

OTHER COMMENTS: _____